



The POET Survey

Cambridgeshire County Council

Data Reports: February 2016

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The POET Survey

Cambridgeshire County Council Data

Report:

February 2016

Practitioners working with children who have Education Health and Care Plans

Introduction

This report presents data collected using the Personal Outcome Evaluation Tool (POET) from practitioners who work with children who have an Education Health and Care Plan (EHCP) in Cambridgeshire. It also compares the numerical responses of practitioners in Cambridgeshire with the responses we have from practitioners in other parts of England working with children with Education, Health and Care Plans (EHCP).

Not all respondents answered all the questions and some of the questions allowed for more than one answer so the total number of responses will not necessarily add up to the same total numbers. Where provided, percentages are of those people who responded to that question. The target population for the survey was practitioners working with children with special educational needs who had experience of Education Health and Care Plans.

Who took part in the survey?

Nationally 2,989 practitioners completed the survey from 70 local authority areas including 146 from Cambridgeshire. A range of practitioners took part from education, social care and health; a smaller number of learning/care assistants also completed the survey. Just over two thirds of the practitioners who responded to the national survey were involved mainly in the assessment and development of plans. Others were either involved mainly in providing direct support to children or management. Common roles included; Team Manager, Teacher, Support Worker, Social Worker, SENCO, Planning Co-ordinator, Occupational Therapist, Head Teacher and Educational Psychologist.

The POET survey asked practitioners a number of questions about their working role and the children they work with, including the type of school they work in, the reason children who they work with need additional support, the age group they work with and the main focus of their work.

As can be seen in figure 1 the largest single group responding from Cambridgeshire were SENCOs, as was the case from other parts of England.

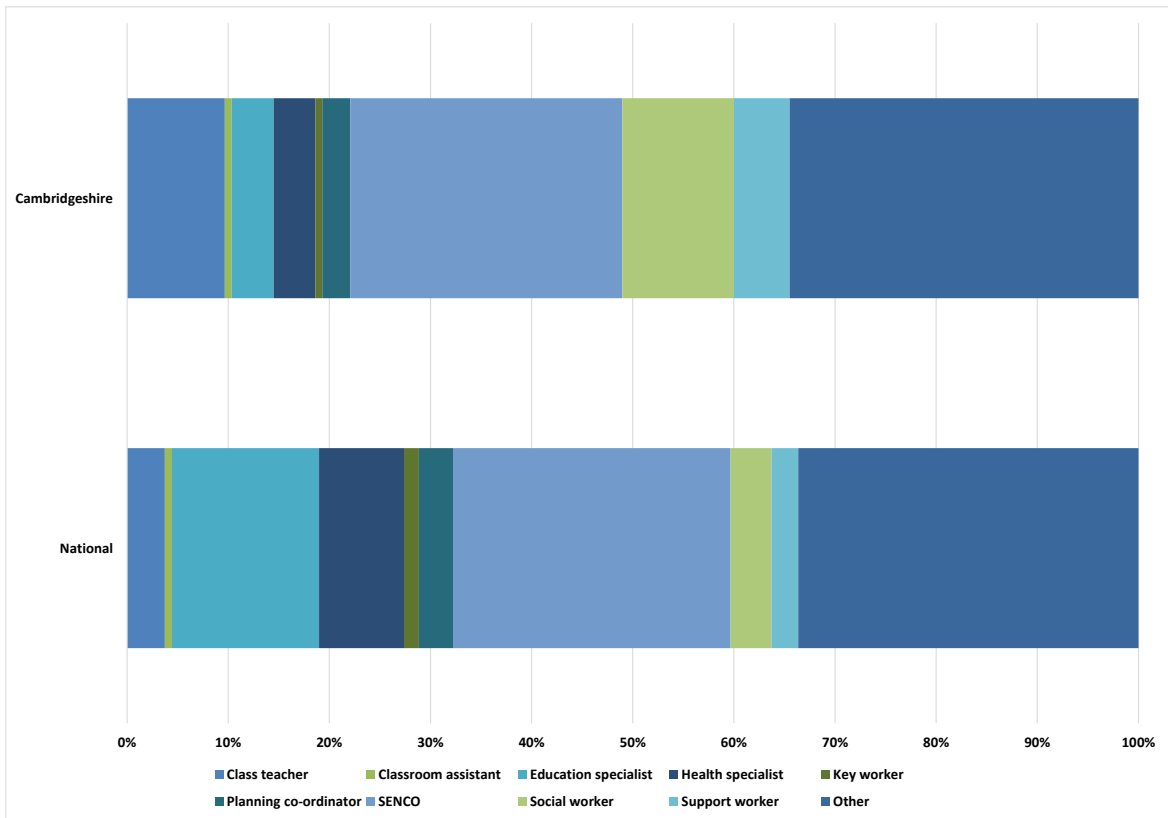


Figure 1. Job roles of professionals responding to survey

Practitioners were asked whether they worked in schools and if so which type of school they worked in. Practitioners responding from Cambridgeshire (62%) were slightly less likely to work within schools than respondents from other parts of England (71%).

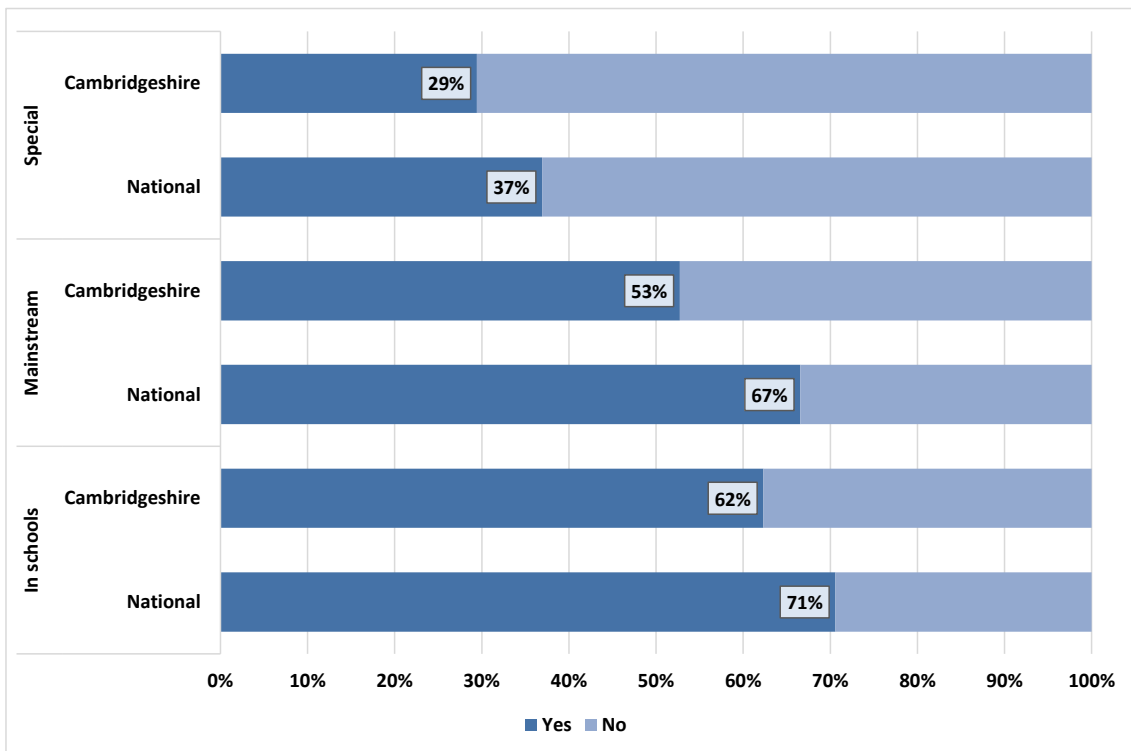


Figure 2. Types of school

The POET survey asked practitioners to say what tasks their job required of them. Practitioners in Cambridgeshire were slightly more likely to say they were involved in management activity (29%) and slightly less likely to be involved in assessment (60%) when compared to responses from other parts of England where management was 24% and assessment 71%.

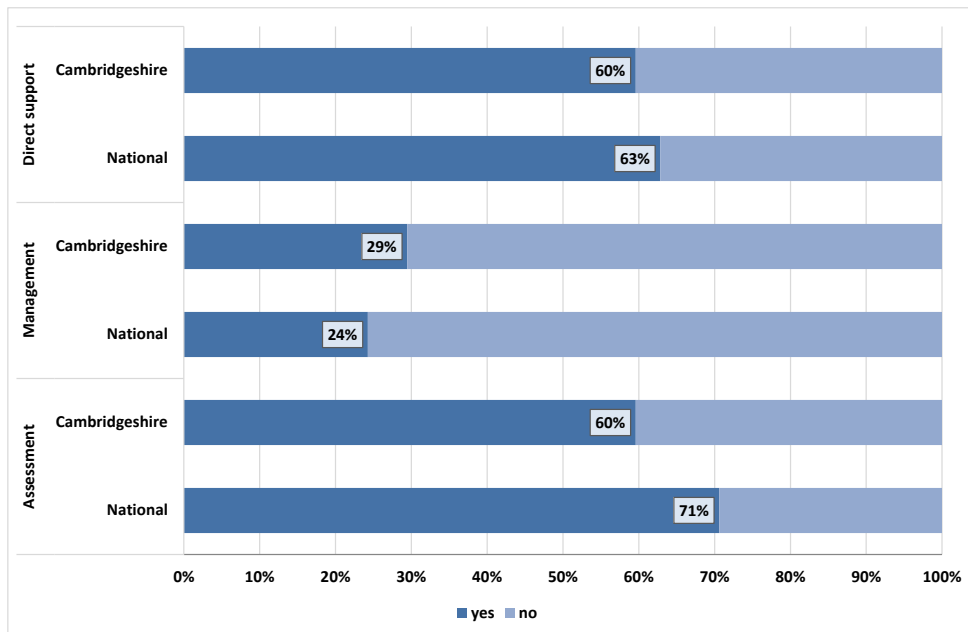


Figure 3. The task practitioners were mainly involved in.

The POET survey asked practitioners to say what age group they mainly worked with. The proportion of practitioners working within each age group were broadly similar in Cambridgeshire and other parts of England. With Cambridgeshire practitioners being slightly less likely to work in both primary and secondary school and slightly more likely to work in a post 16 setting.

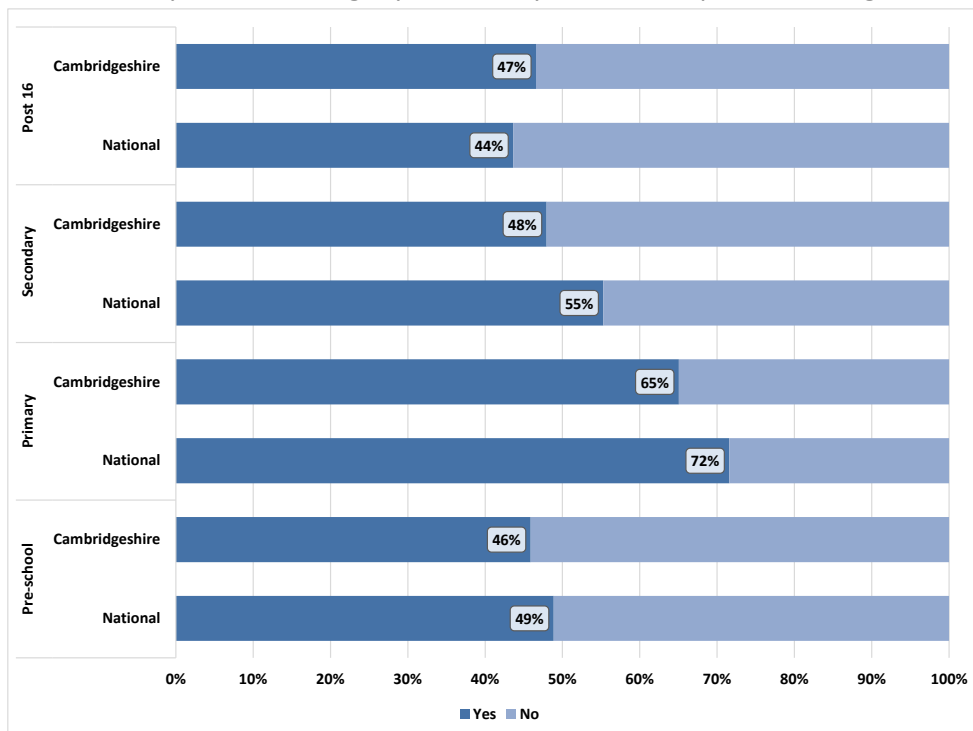


Figure 4. What age group did practitioners work with?

Practitioners were asked the main reason why the children they work with needed additional support.

Respondents from Cambridgeshire were slightly more likely to report that children needed support because of learning disability (54%) compared to respondents from other parts of England (40%).

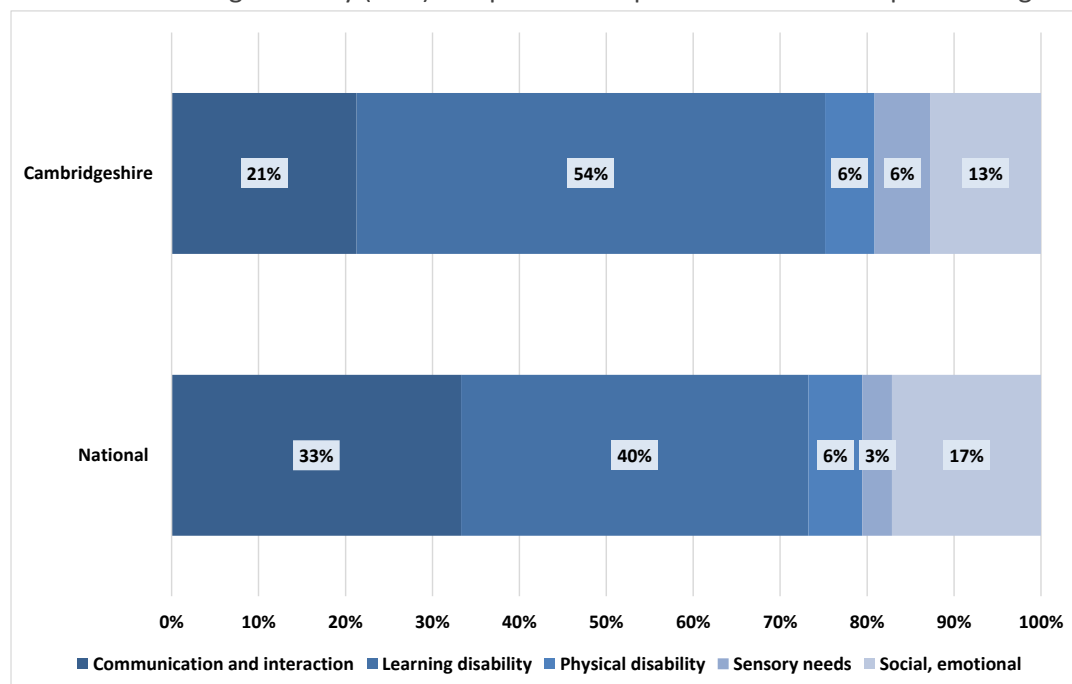


Figure 5. What is the main reason the children you work with need additional support?

Practitioners were also asked how many children they work with, have or are in the process of getting an Education Health and Care Plan. Just under a third of practitioners in Cambridgeshire (32%) reported that nearly all of the children they worked with had an EHCP, a slightly higher proportion than practitioners from other areas of England (26%). A slightly higher proportion of practitioners in Cambridgeshire reported that none of the children they worked with had an EHCP.

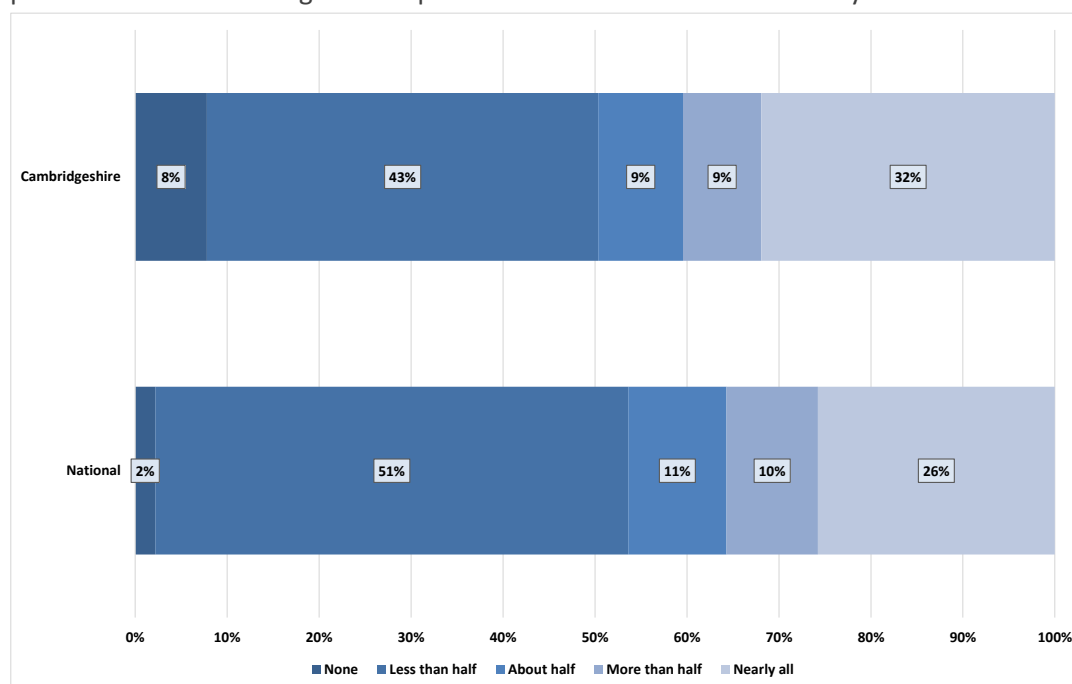


Figure 6. How many children that practitioners worked with had EHCPs?

What do practitioners feel about the Education Health and Care planning process?

The POET survey asked practitioners to say how Education Health and Care plans had influenced seven different aspects of their working roles over the past year.

- Put children at the centre of your planning
- Work in partnership with your colleagues from other professions
- Work in partnership with parents/carers
- Provide timely response to the needs of children
- Provide individually tailored support to children
- Provide clear information and advice to parents/carers
- Understand the needs of children in the context of their home, family and school

As figure 7. shows nearly three quarters of practitioners from Cambridgeshire (73%) said that Education Health and Care Plans had always or mostly helped them work in partnership with parents/carers. Nearly two thirds of practitioners from Cambridgeshire said that Education Health and Care Plans had always or mostly helped them in two other areas of their work: putting children at the centre of their planning (64%) and understanding the needs of children in the context of their home, family and school (65%). More than half of practitioners said that Education Health and Care Plans had helped them always or mostly in their work over the last year in six of the seven areas we asked about.

A significant minority (20% or more) of practitioners said that Education Health and Care Plans had never or rarely helped them in two of the seven areas of work we asked about: providing a timely response to the needs of children (28%), and working in partnership with your colleagues from other professions (20%).

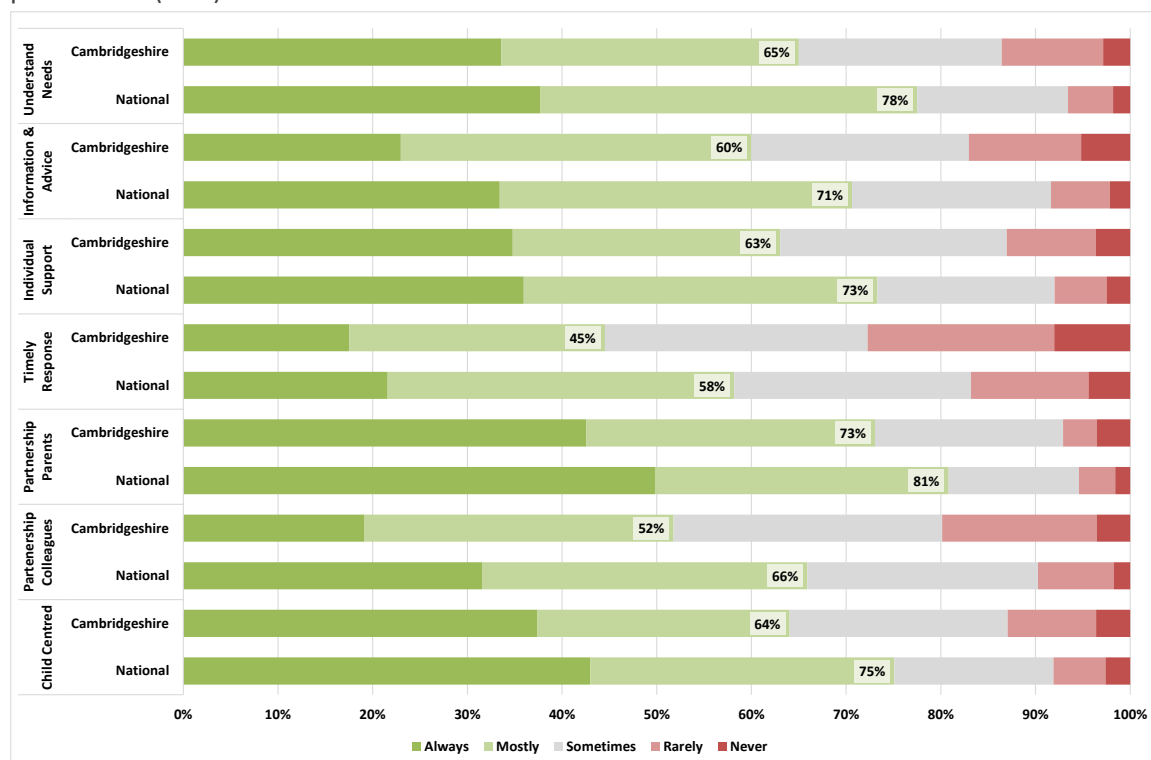


Figure 7. How practitioners feel about the Education Health and Care planning process?

How helpful do practitioners think Education Health and Care plans are to the children they work with?

Practitioners were asked how often over the past year, Educational Health and Care plans, had helped children in eight areas of their lives.

- Be as fit and healthy as they can be
- Take part in school and learning
- Be part of their local community
- Enjoy friendships
- Enjoy relationships with family
- Enjoy a good quality of life
- Have a positive transition
- Think about and prepare for the future

As figure 8. shows, nearly three quarters of practitioners said that Education Health and Care Plans helped children mostly or always with taking part in school and learning (74%) slightly fewer than respondents from other parts of England (79%). Nearly two thirds of practitioners said that Education Health and Care Plans helped children mostly or always think about and prepare for the future (63%), slightly fewer than respondents from other parts of England (69%).

A quarter of practitioners from Cambridgeshire (25%) said that Education Health and Care Plans rarely or never helped children be as fit and healthy as they can be, slightly more than respondents from other parts of England (21%). A third of practitioners from Cambridgeshire (33%) said that Education Health and Care Plans rarely or never helped children be part of their local community more than respondents from other parts of England (23%).

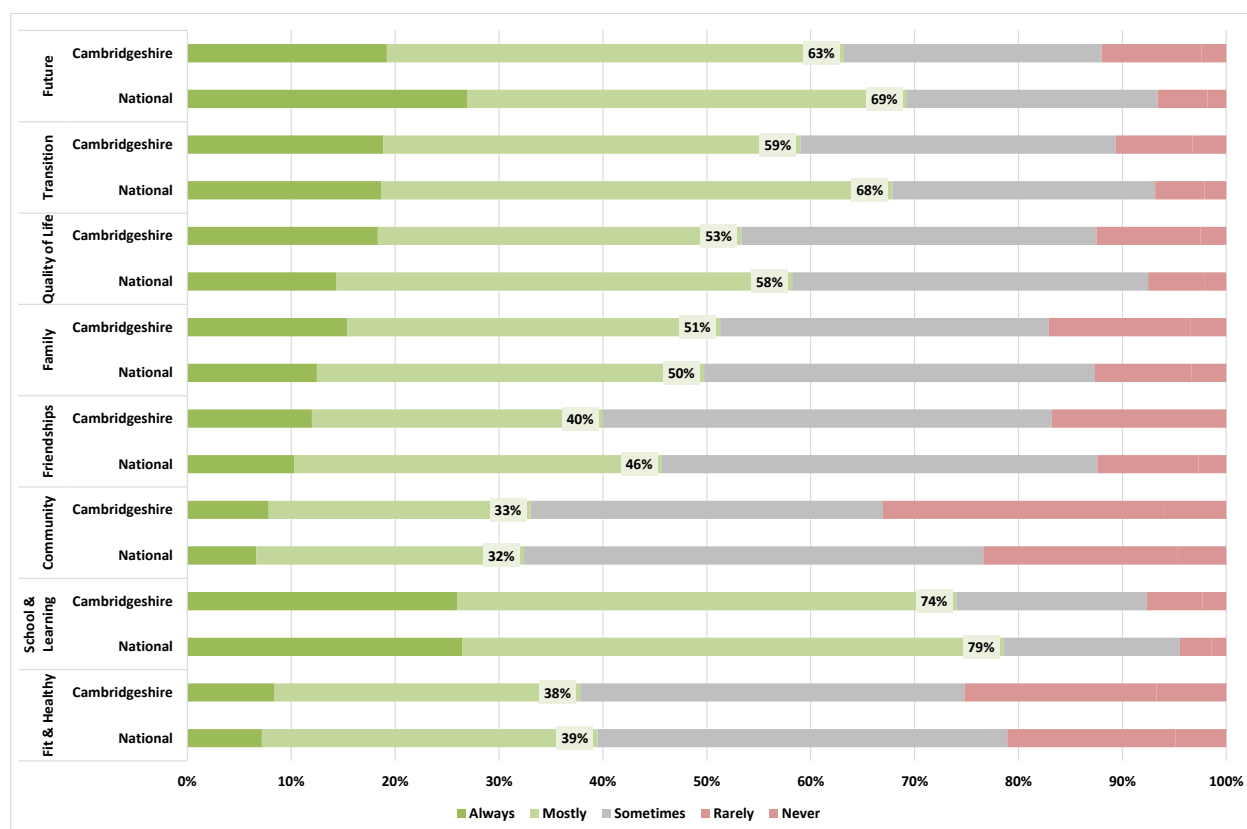


Figure 8. How helpful do practitioners think Education Health and Care Plans are to the children they work with?

Conclusion

Throughout this report local findings have been benchmarked against national data. This is intended to provide an indicative relative position. Care should be taken however when making precise direct comparisons. This is because responses varied greatly across local authorities, levels of satisfaction being spread across a wide range. The national figures here are averages of these ranges. It is not necessarily the case that where scores indicate a less or more positive impact than in other parts of England that this is due to the performance of the council.

Over recent years In Control has published a number of surveys that found and reported a number of key process conditions that coincided with better or worse outcomes. Where local performance appears to be low these process factors may be at play, and provide a steer where local authorities are seeking to improve in an outcome domain.

The POET Survey

Cambridgeshire County Council

Data Report:

February 2016

Parents of Children with EHC plans

Introduction

This report presents data collected from parents and carers of children with Education Health and Care plans in Cambridgeshire using the personal outcome evaluation tool (POET). It also compares the numerical responses of parents in Cambridgeshire with the responses we have from parents in other parts of England. In total this report presents the responses of 147 parents in Cambridgeshire to the POET survey. We are able to benchmark the Cambridgeshire data against responses from 1733 parents in other parts of England, who have used the most recent version of the POET tool. As people could choose not to complete particular questions within the survey, the totals reported throughout the report are unlikely to add up to the same totals overall. Partially completed responses were removed from the data set if no answer was provided to any of the questions relating to experience of support or the impact of support.

Where provided, percentages are of those people who responded to that question. The target population for the survey was parents of children with special educational needs who had experience of Education Health and Care Plans. Some parents also had experience of Personal Budgets, a section of the questionnaire is dedicated to their experience of these.

Who took part in the survey?

Parents were asked to say why their children needed additional support and what type of support their child received. The graphs in figures 1 & 2 show the main reason children needed support and the types of support being provided. The responses from parents in Cambridgeshire were broadly similar to those of parents from other areas of England in terms of the reason their children needed support. Parents in Cambridgeshire were slightly more likely to report their children having a learning disability. Parents from Cambridgeshire were more likely to report their children had paid support at school and slightly more likely to report they had paid support to go out and about compared to responses from other local authorities in England.

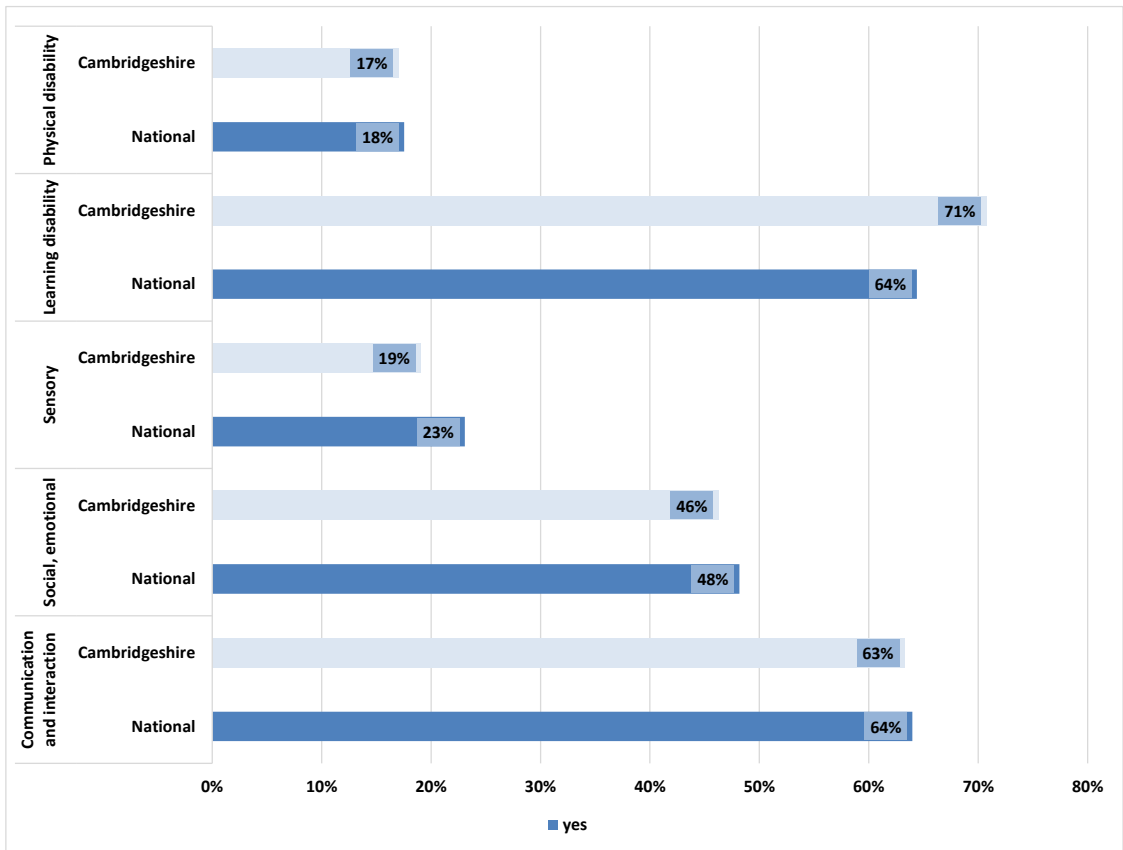


Figure 1. Why do children need support?

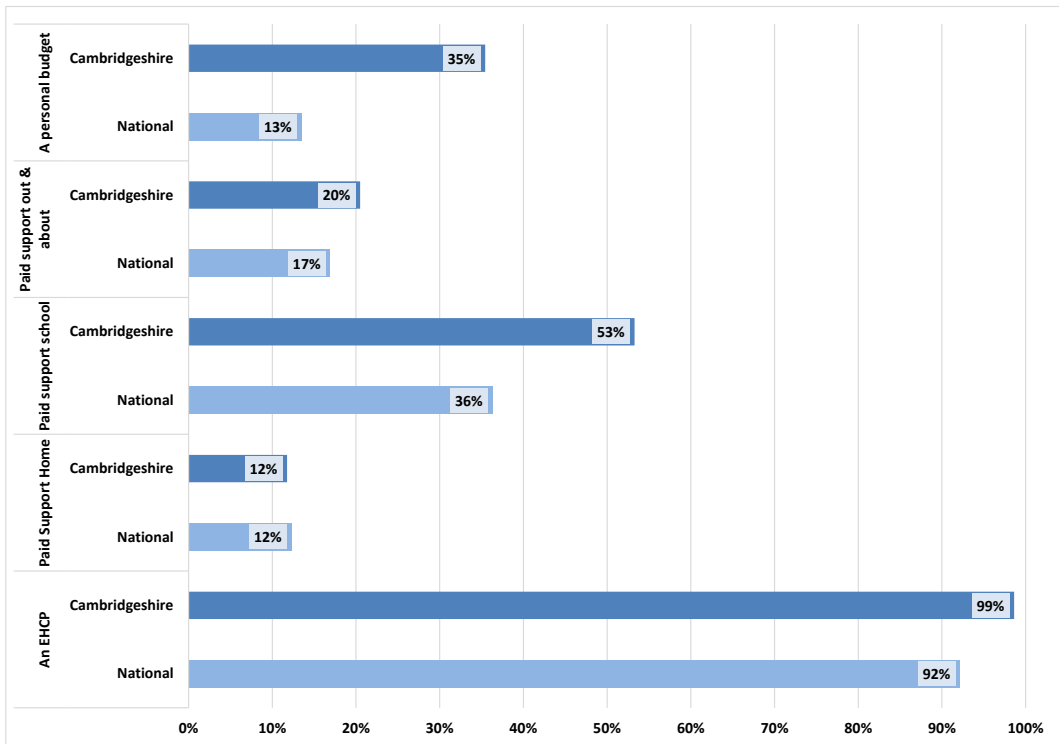


Figure 2. What type of support do children receive?

The POET survey asked parents what type of school their child attended; whether this was mainstream or special education. Parents from Cambridgeshire were as likely to report their child attended a mainstream school (53%) compared to parents responding to the POET survey from other parts of England (54%).

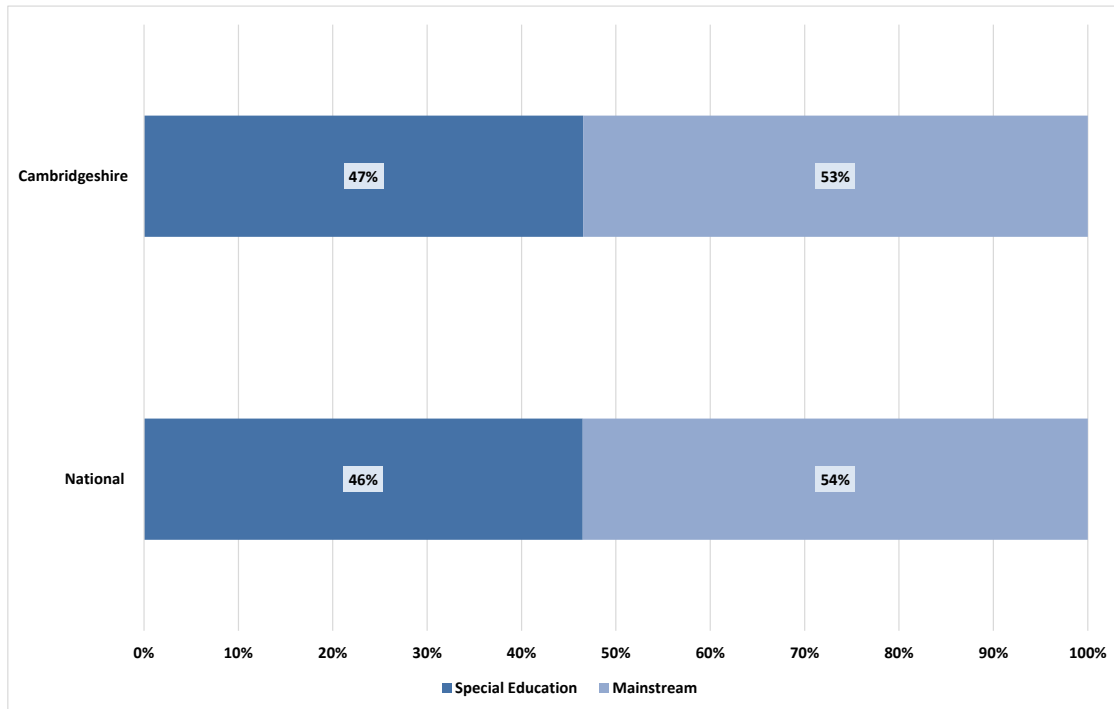


Figure 3. What type of school does your child attend?

The POET survey also asked parents how long their child had had an EHCP and whether this was a result of a statement (or learning disability assessment) being converted to an EHCP. As figures 4 and 5 show, parents from Cambridgeshire were more likely to report their child having an EHCP for over a year (35%), compared to parents responding from other parts of England (27%) and slightly more likely to report that the EHCP resulted from the conversion of a statement or learning disability assessment (82%) compared to parents responding from other parts of England (62%).

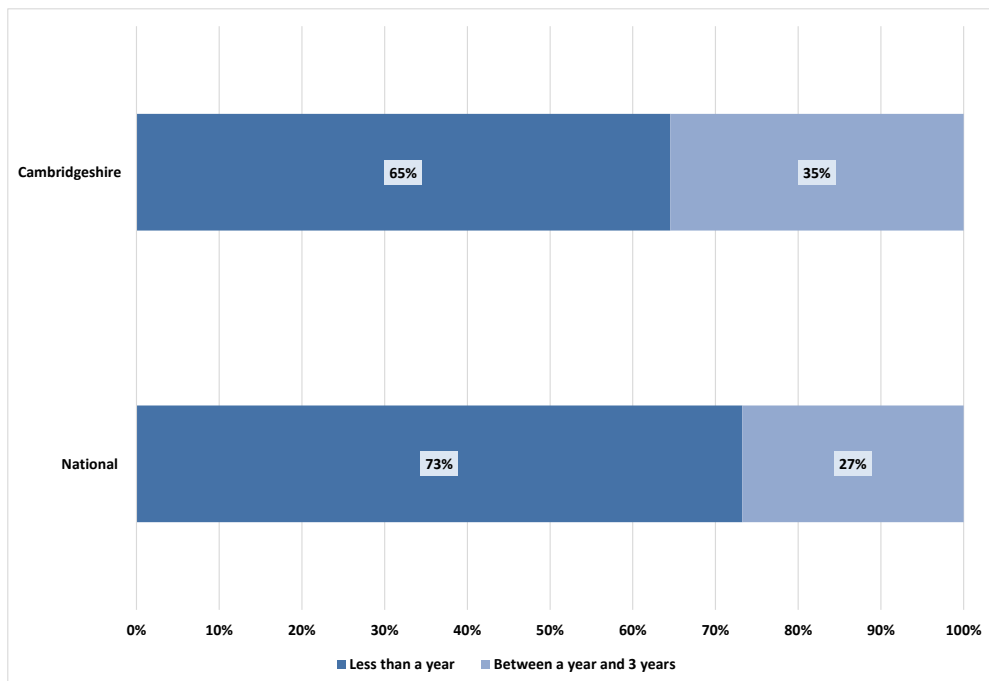


Figure 4. How long have children had an Education Health and Care plan?

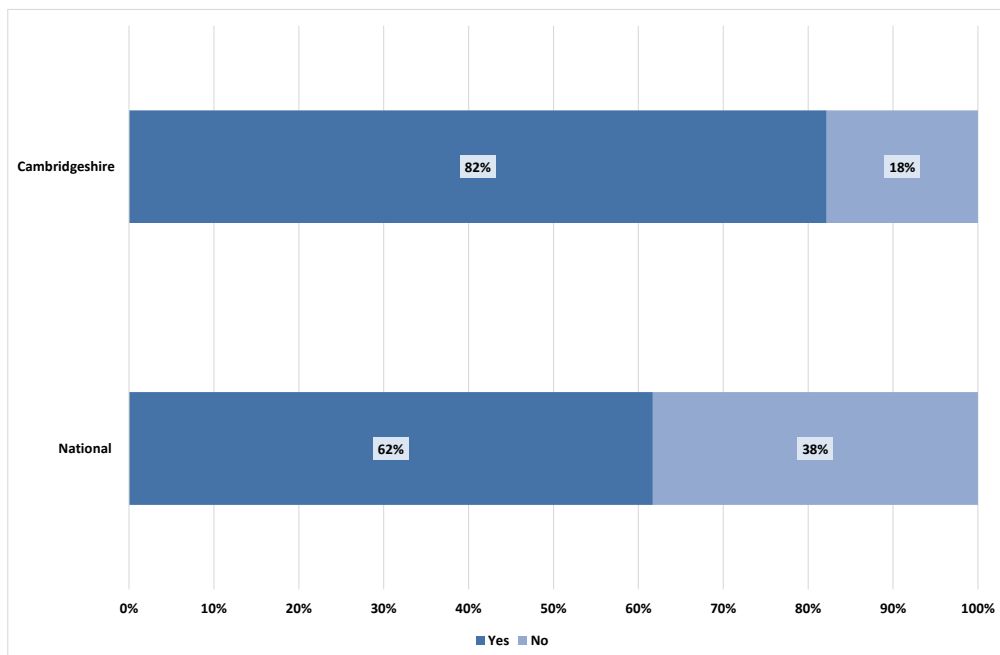


Figure 5. Did children have a 'statement' (or learning disability assessment) that was converted to an Education Health and Care Plan?

How did parents experience the Education Health and Care plan process?

The POET survey asked parents to answer several questions about their experience of the Education Health and Care Plan process, including whether they had a personal budget, who was involved in developing the plan and whether they felt their views and the views of their child had been included in the plan. As figure 6 below shows, a wide range of professional people were actively involved in the development of the Education Health and Care plans. Parents in Cambridgeshire were slightly more likely to report the involvement of a SENCO (67%) than other areas of England (61%) and less likely to report the involvement of an Educational or Health Specialist than other areas of England.

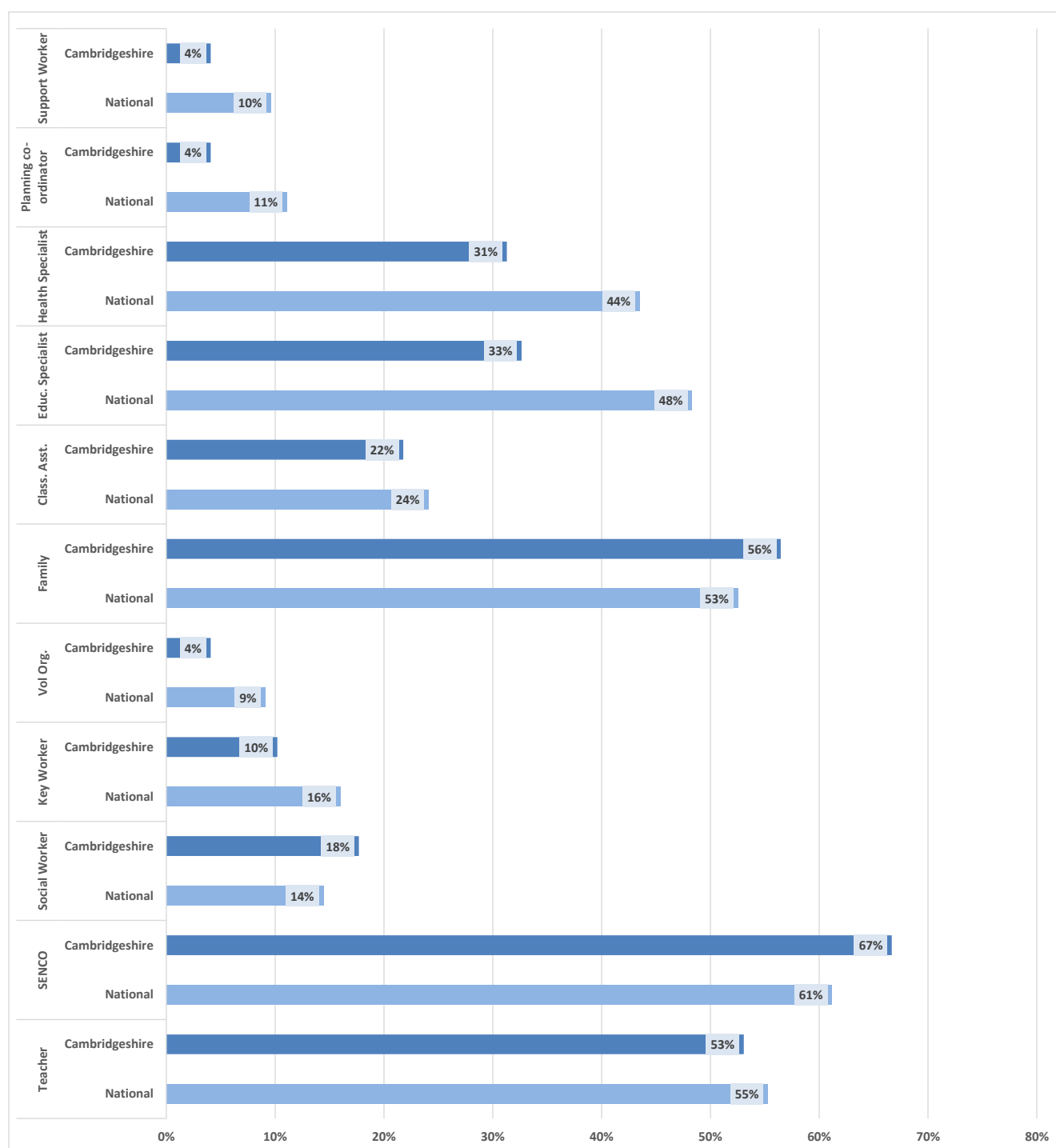


Figure 6. Who was actively involved in developing the Education Health and Care plan?

The POET Survey asked parents whether and to what extent their views and the views of their child had been included in the development of the Education Health and Care plan. Just over three quarters of parents from Cambridgeshire (78%) said their views had been fully included when the Education Health and Care plan had been developed, a higher proportion than parents from other parts of England (73%). More than a half of parents from Cambridgeshire (60%) reported that the views of their child had been included when the Education Health and Care plan had been developed, compared to 60% of parents from other parts of England.

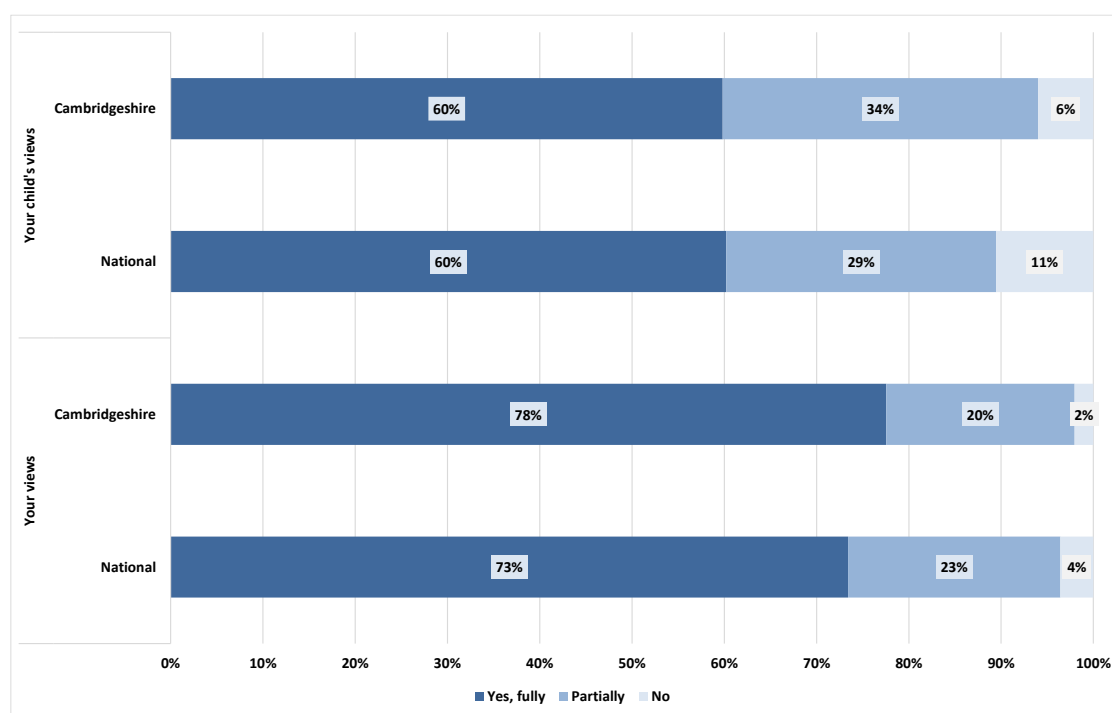


Figure 7. Were people's views included in the development of the Education Health and Care plans?

How did parents experience personal budgets?

Parents who said they had a personal budget as part of the Education Health and Care plan were asked additional questions, including how the budget was held, whether they knew the amount of money allocated to the budget, and whether and to what extent they felt able to decide how the money should be spent. As figures 8, 9, & 10 show, parents from Cambridgeshire (39%) were slightly more likely to report the local authority holding the personal budget than parents from other parts of England (36%) and more less likely to report they knew the amount of money allocated to the personal budget (57%) compared parents from other parts of England (32%). Just under two thirds (64%) of parents from Cambridgeshire said they could fully or partially decide how the personal budget was spent, compared to just over half of parents (51%) from other parts of England.

[Note: Parents from Cambridgeshire formed part of a wider national survey and parents who reported they had a personal budget were a subset of this group; so percentages for Cambridgeshire parents in this section represent only small numbers of actual people.]

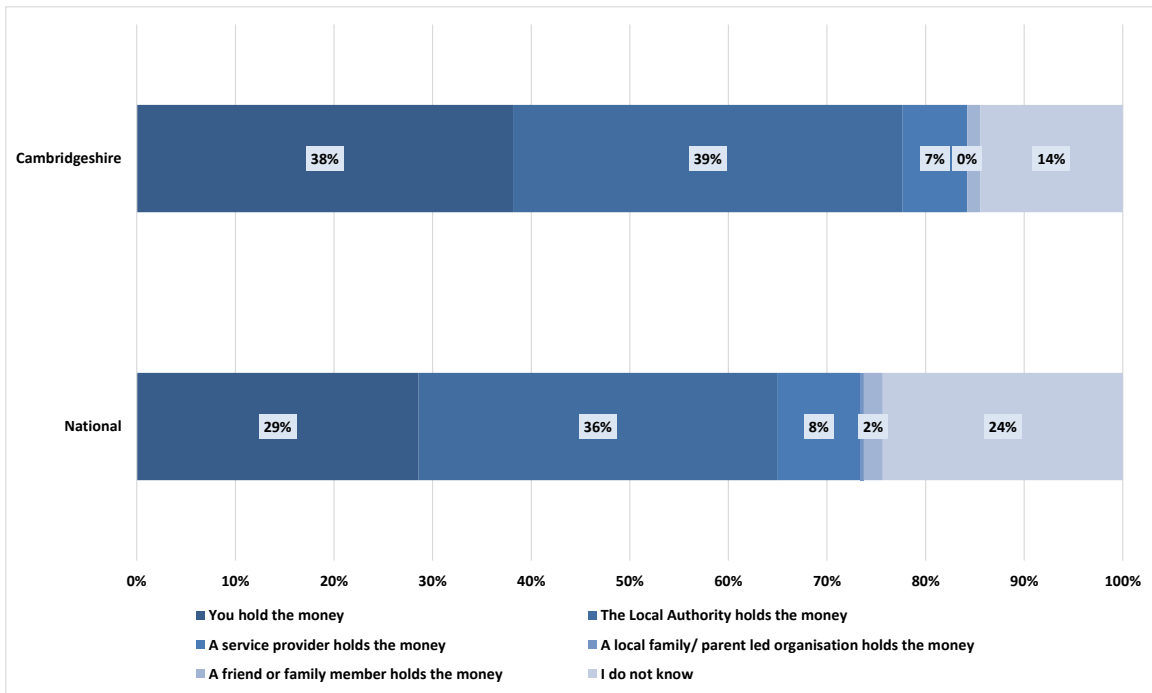


Figure 8. How were personal budgets held?

As figure 9 shows more than half of Parents in Cambridgeshire (57%) said they knew the amount of money in the personal budget, meaning they were more likely to know the amount of money allocated to their personal budget than parents from other parts of England (32%).

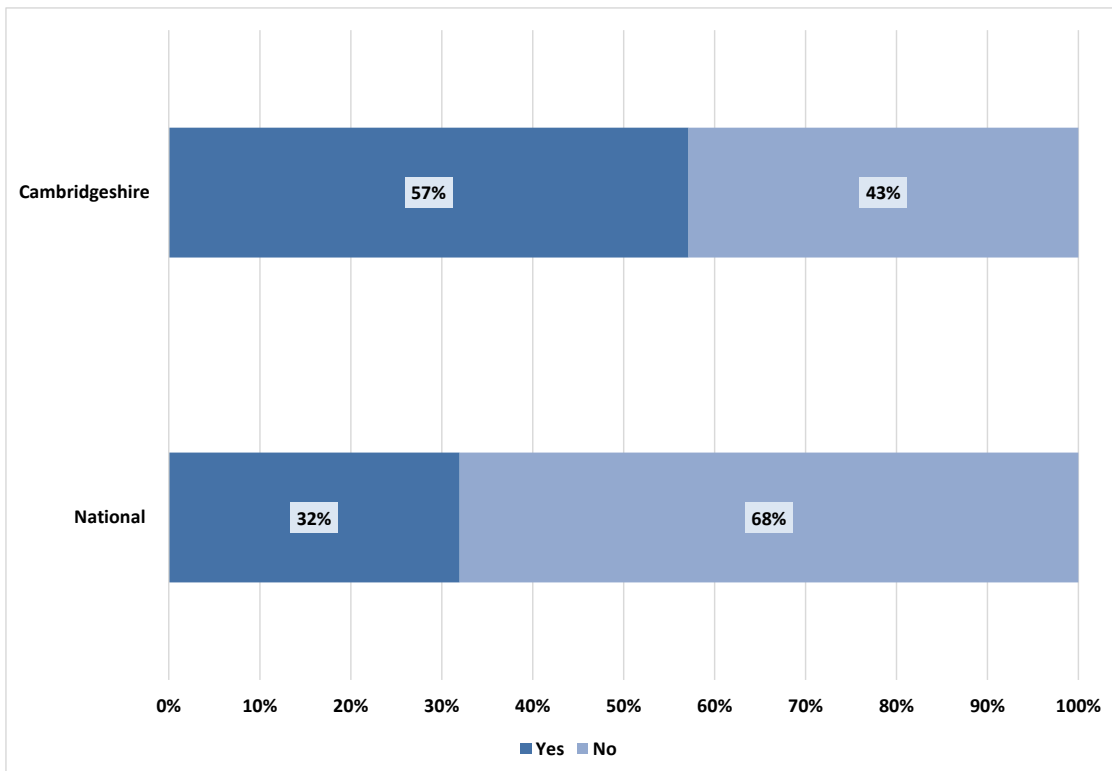


Figure 9. Do Parents know how much money was allocated to their child's personal budget?

Just under two thirds quarter of parents from Cambridgeshire (64%) said they could fully or partially decide how the money in the personal budget was spent compared to just over half of parents from other parts of England (51%).

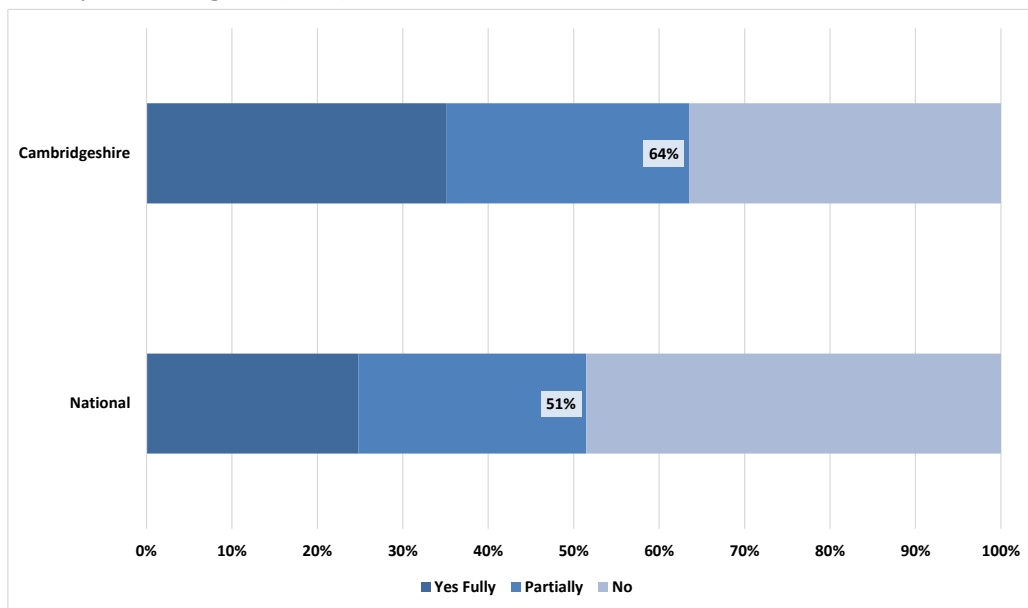


Figure 10. Could parents decide how the money in the personal budget was spent?

The POET survey asked parents who said they had a personal budget how the money in the budget had been used.

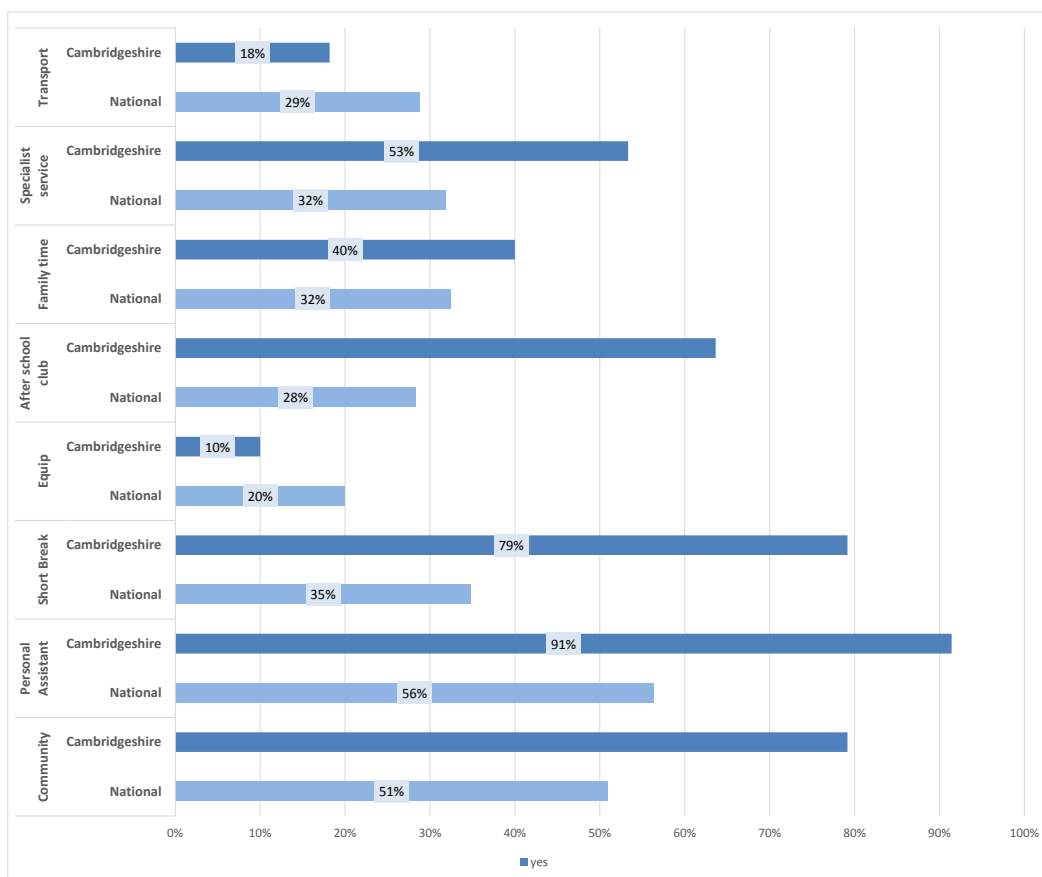


Figure 11. How was money in personal budgets used?

What do parents feel about the support their child has received?

The POET survey asked parents to say what they thought about three different aspects of the support their child had received over the past 12 months:

- Choice about support: I could change the support my child gets if I need to.
- Amount of support: My child has the right amount of support.
- Quality: My child is supported as an individual with dignity and respect.

As figure 12 shows, just over three quarters of parents from Cambridgeshire (77%) said the quality of support was good or very good compared to just under three quarters of parents from other parts of England (72%). Slightly over a half of parents from Cambridgeshire (52%) said the amount of support available to their child was good or very good, compared to more than a half of parents from other parts of England (58%). Less than half (46%) of parents from Cambridgeshire reported that the degree of choice and control over support was good or very good, similar to parents from other parts of England (45%).

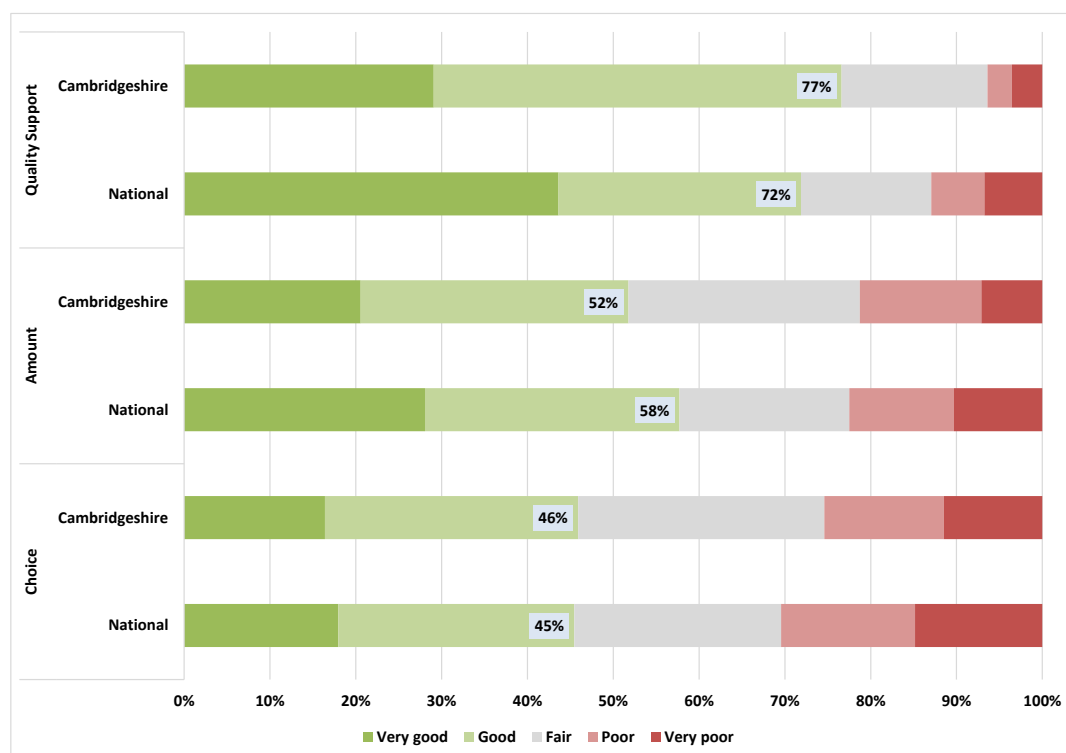


Figure 12. How do parents feel about the support their child receives?

Outcomes for children and young people

The POET survey asked parents to say how well the support their child gets had helped them with seven different areas of their life:

- Being as fit and healthy as they can be
- Taking part in school and learning
- Being part of their local community
- Enjoying friendships
- Enjoying relationships with family
- Quality of life, being relaxed and happy, taking part in activities they like
- Preparing for the future

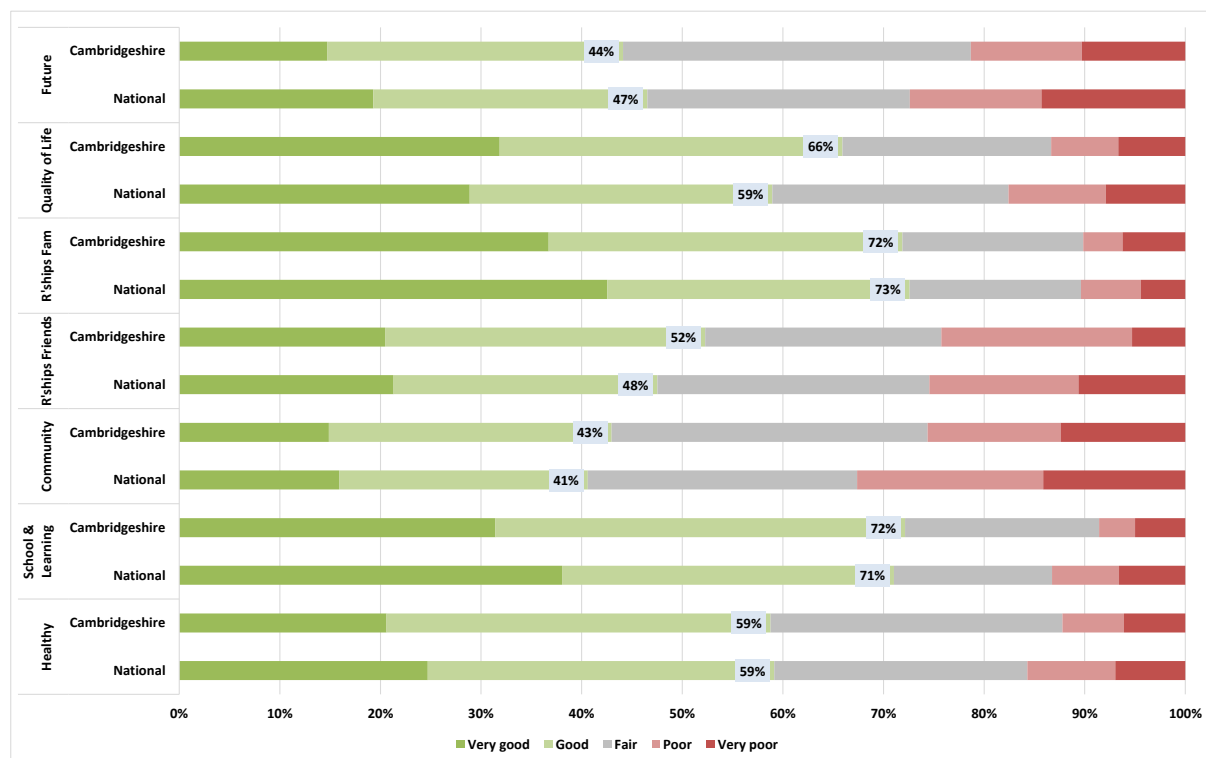


Figure 13. Do Parents think the support their child gets has helped them with these different areas of their life?

Two thirds of parents from Cambridgeshire said the support their child had received was good or very good in helping them in three of the seven areas we asked about; enjoying relationships with family (72%), taking part in school and learning (72%) and their quality of life (66%). More than a quarter of parents from Cambridgeshire said the support their child had received was poor or very poor in helping them in one of the seven areas we asked about; being part of their local community (26%).

Outcomes for parents

Finally the POET survey asked parents whether and to what extent the support their child had received over the past year had made a difference to three aspects of their own life.

- Your quality of life
- The relationship you have with people who are paid to be involved in the support of your child
- The relationship you enjoy with your child

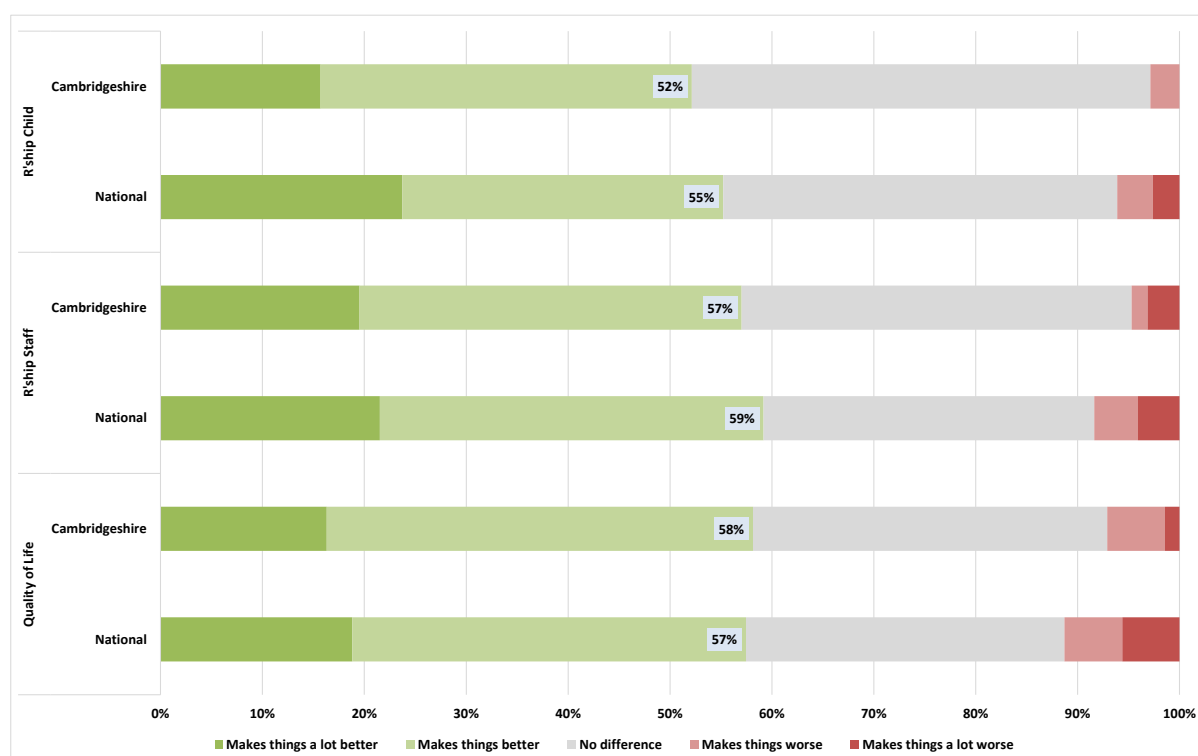


Figure 14. Do Parents think the support their child gets has made a difference to aspects of their own life?

Between a half and two thirds of parents said that the support their child receives had made things better or a lot better in all three areas we asked about. Less than 10% of parents said the support their child had received over the past year had made things worse or a lot worse.

Conclusion

Throughout this report local findings have been benchmarked against national data. This is intended to provide an indicative relative position. Care should be taken however when making precise direct comparisons. This is because responses varied greatly across local authorities, levels of satisfaction being spread across a wide range. The national figures here are averages of these ranges.

The POET Survey

Cambridgeshire County Council

Data Report:

February 2016

Children & Young People with EHC Plans

Introduction

This report presents data collected from children and young people with Education Health and Care Plans in Cambridgeshire using the personal outcome evaluation tool (POET). It also compares the numerical responses of children and young people in Cambridgeshire with the responses we have from children and young people from other parts of England. In total this report presents the 96 responses from Cambridgeshire to the POET survey. We are able to benchmark the Cambridgeshire data against 800 responses from other parts of England, who have used the most recent version of the POET tool. As people could choose not to complete particular questions within the survey, the totals reported throughout the report are unlikely to add up to these figures overall. Partially completed responses were removed from the data set if no answer was provided to any of the questions relating to experience of support or the impact of support.

Where provided, percentages are of those people who responded to that question. The target population for the survey was children and young people with special educational needs who had experience of Education Health and Care plans.

Who took part in the survey?

The POET survey asked children and young people why they needed support. As figures 1 shows, the main reason children needed support both in Cambridgeshire (70%) and in other parts of England (59%) was Learning Disability. Children and young people from Cambridgeshire were more likely to report behavioural and emotional needs (34%) compared to responses from other parts of England (19%), and were slightly less likely to report not knowing the reason for needing additional support (4%) compared to children and young people from other parts of England (8%).

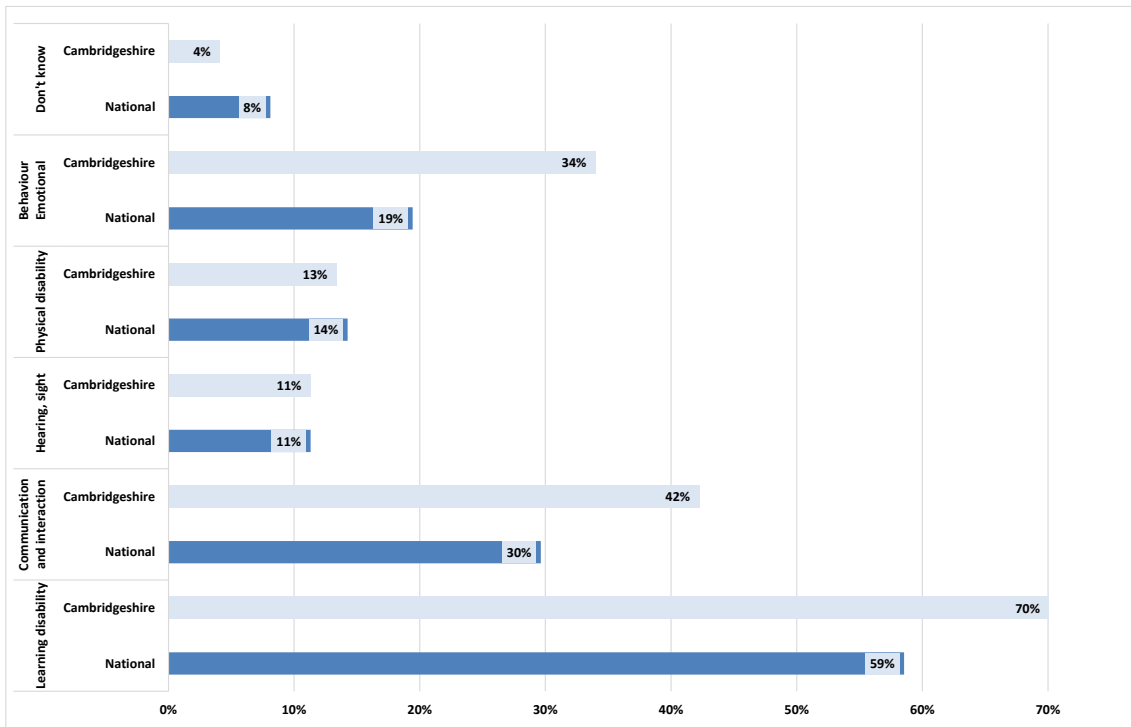


Figure 1. Why do children need support?

The POET survey asked children and young people to say where they received support, whether they had an Education Health and Care Plan and whether or not they had a Personal Budget. Children from Cambridgeshire (48%) were slightly more likely to say they had support at school compared to responses from other parts of England (42%). Children and young people responding to the POET survey from Cambridgeshire (5%) were slightly less likely to say they did not know if they had an Education Health and Care Plan compared to responses from other parts of England (12%).

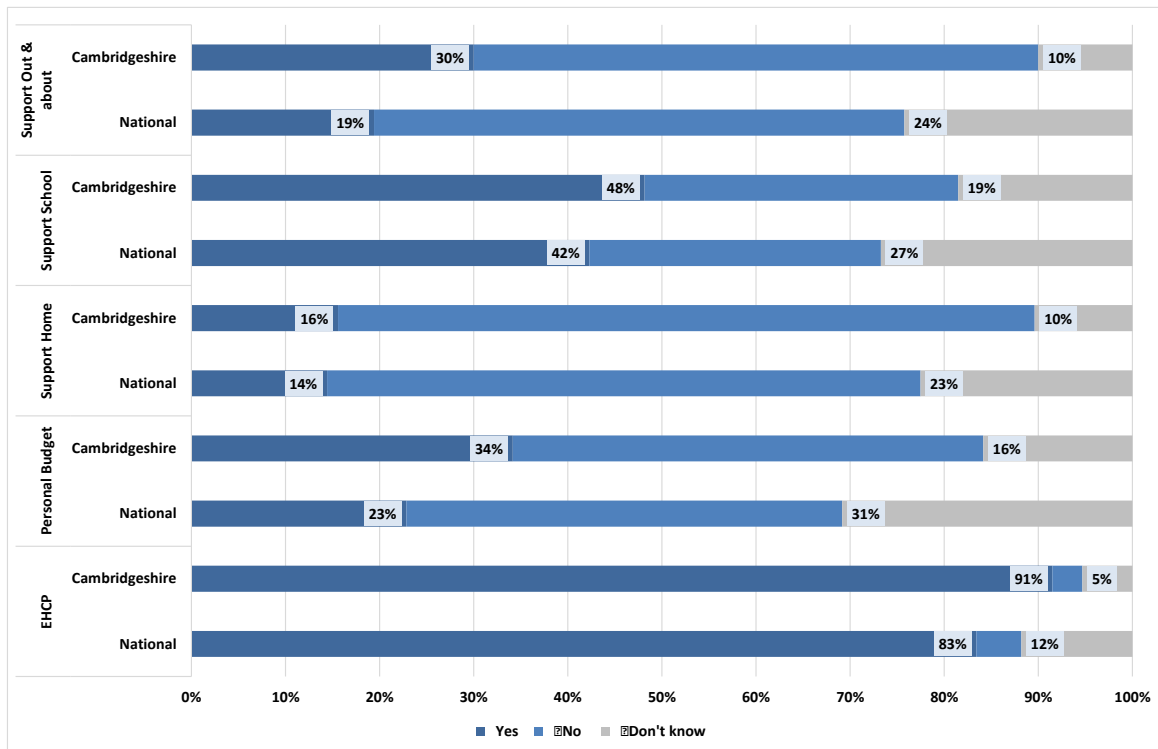


Figure 2. What type of support do children and young people receive ?

What do children and young people with Education Health and Care Plans feel about the support they receive?

The POET survey asked children and young people to say what they thought about six different aspects of the support they had received over the past 12 months:

- **Being heard:** My views are included in my plan.
- **Level of support:** I get the right amount of support.
- **Choice about your support:** I can change my support if I need to.
- **Information:** I have information to make decisions about my support.
- **Dignity:** I am supported with dignity and respect.
- **Looking forward to the future:** The support I get helps me grow and be ready for life when I'm older.

As figure 3 shows, more than two thirds of children and young people from Cambridgeshire said their support was good or very good in one of the six areas we asked about: Dignity (67%), and at least a half of children and young people said their support was good or very good in three of the areas we asked about: looking forward to the future (64%), the level of support (56%) and being heard (52%). Around a fifth of children and young people from Cambridgeshire said the support they received was poor or very poor in two of the six areas we asked about, choice about support (20%) and Information (20%).

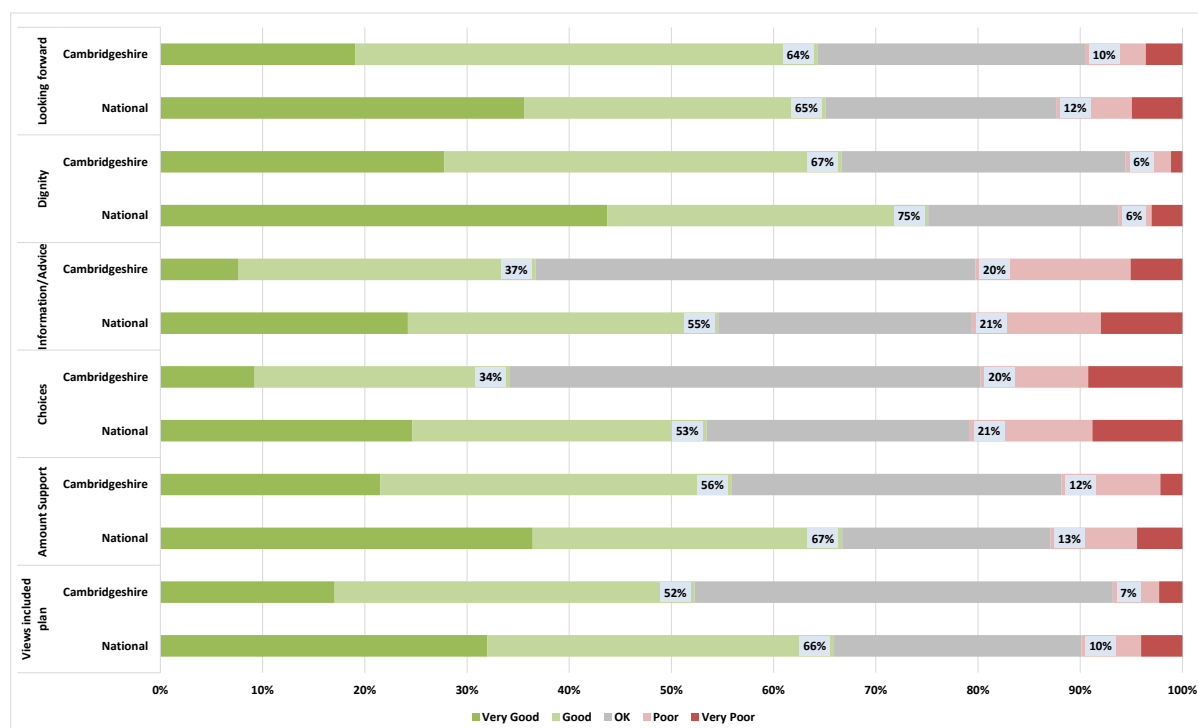


Figure 3. How do children and young people feel about the support they receive?

Outcomes for Children and Young People

The POET survey asked children and young people to say how well the support they get had helped them with eight different areas of their life:

- **Your health:** I am as healthy as I can be.
- **Learning:** I do the best I can at school, college or work.
- **Friendships:** I enjoy time with friends.
- **Your home:** I enjoy my home and family.
- **Feeling safe:** I feel safe at home and out and about.
- **Recreation:** I take part in activities I like.
- **Community:** I can do things in my local area.
- **Your quality of life:** I can enjoy being relaxed and happy.

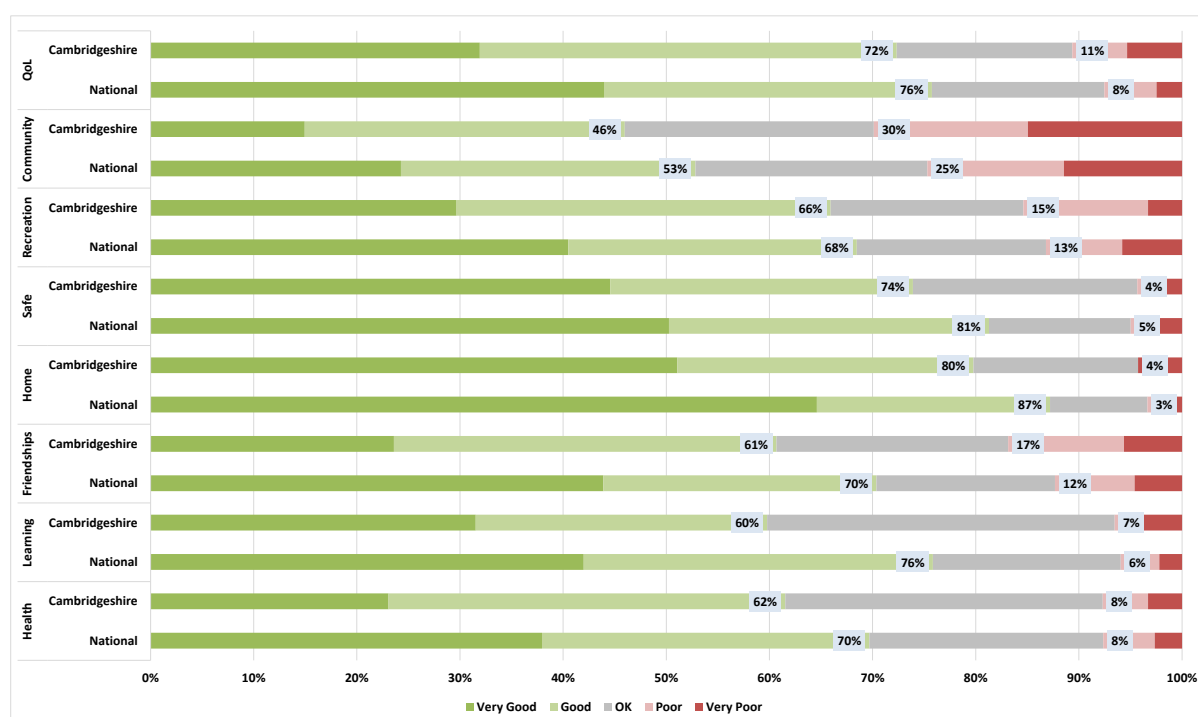


Figure 4. Do children and young people think the support they get has helped them with these different areas of their life?

As figure 4 shows, at least two thirds of children and young people from Cambridgeshire said the support the support they had received was good or very good in four of the eight areas we asked about: Home (80%), Feeling safe (74%), Quality of life (72%) and recreation (66%). Around one fifth of children and young people form Cambridgeshire said the support they received was poor or very poor in one of the eight areas we asked about: being part of their local Community (30%).

Conclusion

Throughout this report local findings have been benchmarked against national data. This is intended to provide an indicative relative position. Care should be taken however when making precise direct comparisons. This is because responses varied greatly across local authorities, levels of satisfaction being spread across a wide range. The national figures here are averages of these ranges.